



## CURRICULUM GUIDELINES

A. Division: **Instruction** Effective Date: **May 2003**

B. Department / Program Area: **Faculty of Child, Family and Community Studies  
Sign Language Interpretation** Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision: **25 November 2002**

C: **INTR 475** D: **Pre-Interpreting ASL – IV** E: **1.5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: <b>In this course, students will demonstrate advanced ASL skills, incorporating contact signs and expansion appropriately. ASL utterances will reflect appropriate time sequence and detail.</b>	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites: <b>INTR 375</b> <b>B+ or better</b>
	Primary Methods of Instructional Delivery and/or Learning Settings: <b>32 hours lecture/practice</b> <b>8 hours lab</b>	<b>I:</b> Course Corequisites: <b>None</b>
	Number of Contact Hours: (per week / semester for each descriptor) <b>40 hours per semester</b>	<b>J:</b> Course for which this Course is a Prerequisite <b>None</b>
	Number of Weeks per Semester: <b>15 weeks</b>	<b>K:</b> Maximum Class Size: <b>16</b>
<b>L:</b> PLEASE INDICATE:		
	<input type="checkbox"/> Non-Credit	
	<input checked="" type="checkbox"/> College Credit Non-Transfer	
	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a> )		

<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li><b>Demonstrate ability to use ASL contact signs in practicum settings, adapting visual discourse to content to consumers.</b></li> <li><b>Demonstrate ability to adapt signing style to geographic context.</b></li> <li><b>Incorporate visual affect, time sequencing and appropriate levels of detail and cohesion in ASL discourse.</b></li> </ol>
<b>N:</b>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li><b>ASL is a highly descriptive and detailed language with a range of semantic meaning within concept areas. Fluent users of this language apply the correct semantic lexical selection to appropriate expansion techniques when communicating.</b></li> <li><b>Fluent users of ASL structure discourse according to real-time sequencing and have a diverse semantic range in which classifiers, spatial locatives, directional verbs and affect markers are used to provide specific semantic information.</b></li> <li><b>Fluent ASL signers use correct grammatical structure. They are able to incorporate sign sequencing with visual grammatical markers to communicate in a variety of registers and an adapt their language to several contextual variations. These include special ways of communicating with Deaf children and youth.</b></li> <li><b>Individuals who work with Deaf children, youth and adults are expected to be aware of the cultural aspects of the language and community and be able to demonstrate cultural sensitivity and proper social behaviours.</b></li> <li><b>Deaf humour is different from that of non-deaf mainstream Canadian people. These differences sometimes result in cultural conflicts and misunderstanding.</b></li> <li><b>Members of the Deaf community have a rich history of arts and literature. Second language users understand how ‘polite’ and ‘artistic’ linguistic structures are used and when/where it is appropriate for non-deaf people to use them.</b></li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <ol style="list-style-type: none"> <li><b>Lecture/practice</b></li> <li><b>Modeling, shadowing</b></li> <li><b>Use of camera/video tapes, as well as live models.</b></li> </ol>
<b>P:</b>	<p>Textbooks and Materials</p> <p><b>TBA</b></p>
<b>Q:</b>	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> <li><b>Adherence to college evaluation policy regarding numbering and weighing of evaluations, i.e., a course of three credits or more should include at least five separate evaluations.</b></li> <li><b>A combination of evaluation instruments that include opportunities for students to demonstrate different ways of knowing, i.e., oral, individual, group, narrative, research.</b></li> <li><b>A developmental approach to evaluation that is sequenced and progressive.</b></li> <li><b>Evaluation being used as a teaching and learning tool for both students and instructors.</b></li> <li><b>Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.</b></li> </ol>
<b>R:</b>	<p>Prior Learning Assessment and Recognition.</p> <p><b>This course is available for PLAR.</b></p>

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Course Designer(s) **Jan Humphrey**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar